

JOB DESCRIPTION

Post Title: EYFS PHASE LEADER and RECEPTION TEACHER

The Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

This job description should be read alongside the range of duties of teachers set out in Part XI of the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the Academy's Policy statements to fulfil the general aims and objectives of the School Development /Improvement Plan.

The post holder will agree their major objectives with the Headteacher. These objectives will include

1. Achieving the highest possible standards of education for pupils in the allocated phase;
2. Supporting the creation and development of whole school policies, programmes and practice to meet the needs of pupils and to improve the level of achievement in the relevant Phase Group and across the Academy;
3. Establishing and exercising a clear leadership and management role in relation to the relevant Phase Group and across the Academy.

PURPOSE OF THE JOB

To support the development of the Academy

To ensure the highest possible standards of education of the pupils for whom the teacher has class/group responsibility - socially, emotionally, physically, intellectually and aesthetically.

To ensure the progress and development of pupils and colleagues within the relevant Phase Group.

To ensure continuity of policies, practice and curriculum within the relevant Phase Group, promoting equal opportunities for all.

RESPONSIBILITY

The Phase Leader is responsible to the Headteacher.

LIAISON AND CO-OPERATION

The Phase Leader will work in liaison, contact and co-operation with:

- other members of staff, including those from Frank Barnes School for Deaf Children;
- professionals from support and advisory services;
- organisations and networks in King's Cross, Camden and the wider community relevant to the Phase Group and subject area if applicable;
- parents, governors and the local community.

POLICY AND LEGAL FRAMEWORK

The Phase Leader will normally work within the framework of:

- national legislation, including Education Acts from 1944 to 1993, the SEN Code of Practice and the School Teachers' Pay and Conditions Act 1991;
- Academy policies and guidelines on the curriculum and school organisation;
- Policies and guidelines relating to race and gender equality.

TASKS AND DUTIES

1. *Planning*

To monitor, plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in the class.

To ensure effective planning across the Phase Group.

2. *Setting and supervising learning activities*

To teach a class, or classes, sets, groups or individual pupils, and to plan learning activities and projects to be undertaken both at the Academy and elsewhere, having regard for the requirements of the national curriculum and the Academy's agreed approach to learning.

To ensure all colleagues in the Phase Group devise such learning activities.

3. *Marking and Recording*

To implement assessment for learning approaches as set out in the Academy's Assessment Policy. To mark and assess pupils' work, and to record their development, progress and attainment, both at school and elsewhere having regard to the requirements

of the national curriculum or Foundation Stage and to inform future planning and ensure differentiation.

To ensure the Phase Group implements effective assessment practice.

4. *Discipline and Relationships*

To maintain good order, discipline and respect for others among pupils; to promote understanding of the Academy's rules and values; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning.

To ensure the Phase Group implements effective behaviour management.

5. *Communication with parents*

To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

To ensure that all colleagues in the Phase communicate effectively with parents, including through the use of the Academy online platforms.

To plan and deliver workshops for parents on supporting their children's learning at home.

6. *Displays and environment*

To create an attractive and stimulating learning environment, and to contribute to ideas for displays in the Academy as a whole.

To ensure all colleagues in the Phase Group employ effective display and organisation of the learning environment.

7. *Overall policy and review*

To contribute to whole-school reviews of policy and aims and in the revision of formulation of guidelines as required.

8. *Reports*

To provide or contribute to oral and written assessments, reports and references, both at the Academy and elsewhere, relating to the development and learning of individual pupils and groups of pupils, having regard to the requirements of the national curriculum.

To ensure that all colleagues in the Phase Group are reporting effectively.

9. *Review*

To evaluate and review own teaching methods, materials and schemes of work, and to make changes as appropriate.

To encourage a reflective approach to practice on the part of the Phase Group and a positive, pro-active attitude to professional development.

10. Professional

To be pro-active in identifying development needs and addressing these.

To keep-up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings; and to participate in national or local arrangements for appraisal of staff performance.

To share good practice and research findings with the Phase Group.

11. Cover

To supervise, and so far as practicable to teach, any pupils whose teacher is absent to a maximum of 38 hours per annum.

12. Equality policies

To help ensure that subject-matter and learning resources reflect Academy policies on race and gender equality, and that the implications of these policies are borne in mind in relation to all tasks and duties.

To encourage practice that promotes equality across the Phase.

13. Leadership and Co-operation

To take responsibility for co-ordinating and leading developments at the Academy in the Phase Group and any other areas of responsibility as applicable and/or in organisational aspects of school life, as directed by the Headteacher (delegated to the Assistant Headteacher in future years).

14. Model of good practice and Guidelines

To model effective practice for colleagues within the phase both in class and through co-teaching, lesson study etc.

15. Resources and equipment

To advise the Headteacher on the requisition or purchase of books and other learning materials, and of relevant equipment, and on the allocation of these resources within the Phase Group or the whole Academy where applicable.

To manage day-to-day deployment of staff within the Phase Group, within constraints outlined by the Headteacher and SENDCO.

16. Induction of new colleagues

To acquaint new members of staff and supply teachers with the Academy's approach to learning, policies and guidelines, and to assist them in practical implementation.

17. Inservice provision for colleagues

To lead inservice workshops, meetings, sessions and activities for other members of staff as required.

18. Monitoring

To call in children's books or folders as required, and to evaluate and feed back on appropriateness of the content, progression and continuity between classes, consistency in marking and responding, and standards of presentation and learning.

To lead the Academy's development monitoring programme.

19. *Cross Curricular Links*

To work with other curriculum leaders to ensure that the area of responsibility is taught directly, and also implicitly and indirectly, whenever appropriate, across the whole curriculum of the Academy.

20. *Year group/phase*

To work with other curriculum leaders to ensure that there is continuity across year group and phase.

21. *Own development*

To keep abreast of new thinking and practice, by attending courses and inservice sessions, and by reading books, articles newsletters, documents, etc.

22. *Transfers and liaison*

To give information to, and to collect and disseminate information from, schools to which pupils transfer at 11+; and, whenever appropriate, to promote and improve liaison and continuity between key stages.

23. *Upper Pay Range Accountability*

Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Have an extensive knowledge and well-informed understanding of the assessment requirement and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.

Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.

Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.

Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives

and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice

25. *Additional Accountabilities for the Maximum of the Upper Pay Range*

In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:

Play a critical role in the life of the Academy.

Provide a role model for teaching and learning.

Make a distinctive contribution to the raising of pupil standards.

Contribute effectively to the work of the wider team.

Take advantage of appropriate opportunities for professional development and use the outcome effectively to improve pupils' learning.

26. *Out of Hours' Club*

At least once a week, to run an out of hours' club which builds on the interest of our children and the skills of our staff.

This job description and related documents provide the standards and framework for Performance Management Objectives for an Upper Pay Range teacher which will be set under the Academy's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the Phase Leader's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for the Phase Leader will, if achieved, contribute to the Academy's plans for improving the Academy's educational provision and performance and improving the educational opportunities of pupils at King's Cross Academy.



PERSON SPECIFICATION

Post Title:	PHASE LEADER	Grade:
	As advertised	

You must demonstrate on your application form and during the selection process that you meet the following essential criteria:-

EDUCATION AND EXPERIENCE	Qualifications
	E1. Qualified Teacher Status and evidence of appropriate subsequent in-service training.
	Experience
	E2. Minimum of 3 years' recent successful teaching experience preferably across EYFS and in at least one inner city multi-cultural school.
	E3. Proven experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration in a primary school.
	E4. Proven experience of high standards of primary classroom practice and of teaching area of responsibility.
	Personal Qualities
E5. Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.	
E6. Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.	
Commitment to Excellence	
E7. Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.	

**SKILLS,
KNOWLEDGE
& ABILITIES**

Leading and Managing Change

- E8. Evidence of knowledge and understanding of the Academy's approach to change. Evidence of a clear view about how to develop learning, teaching and the curriculum in the relevant Phase Group and an ability to manage change.
- E9. Evidence of the skills and abilities required to advise teachers in their planning, teaching, assessment and day-to-day issues.

Educational and Curriculum Matters

- E10. An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.
- E11. Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.
- E12. A thorough knowledge of learning strategies for children of all abilities.
- E13. Evidence of good general knowledge of the requirements of the National Curriculum.
- E14. Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment and to support others in doing so.

Performance Review

- E15. Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.

Leadership

Understanding of and commitment to developing the Phase.

Behaviour and Ethos

- E16. Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well ordered and self disciplined behaviour throughout the school. Capacity to support colleagues in effective behaviour management.
- E17. Commitment and willingness to meet the needs of the ethos and flexible working arrangements of the Academy

Needs of Young Children

E18. Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning.

Interpersonal Skills

E19. Evidence of good interpersonal skills and the ability to work effectively as leader of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff and relevant external agencies as required.

Communication

E20. Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.

Health and Safety.

E21. An understanding of the responsibility of the classteacher and Phase Leader with regard to the health and safety of pupils in their care.

Equal Opportunities

E22. Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identify is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.